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ABSTRACT

Focusing on self awareness (group roles and the social self), this unit entitled "Our Group and Me" is one of four grade 5 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (realistic self-concept formulation), two career development themes (e.g., the student will understand the relationship of social and educational forces to his/her individual development), five unit goals (e.g., the student will learn all of his/her classmates by name), and five performance objectives (e.g., the student will identify, with at least 80% accuracy, his/her classmates by their first names). Also included in Section I are evaluation procedures, three student evaluation sheets, and evaluation tabulation forms. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule titles include forming our group, alone or together, and working together. Section III contains five teacher reference sheets and section IV contains five student activity sheets. (JH)

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EB169268

Suggested for
Grade 5

OUR GROUP AND ME

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

CE 020 095

OUR GROUP AND ME

Grade 5

(Third Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

Gerald Geik, Project Director

William Barrett, Superintendent

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

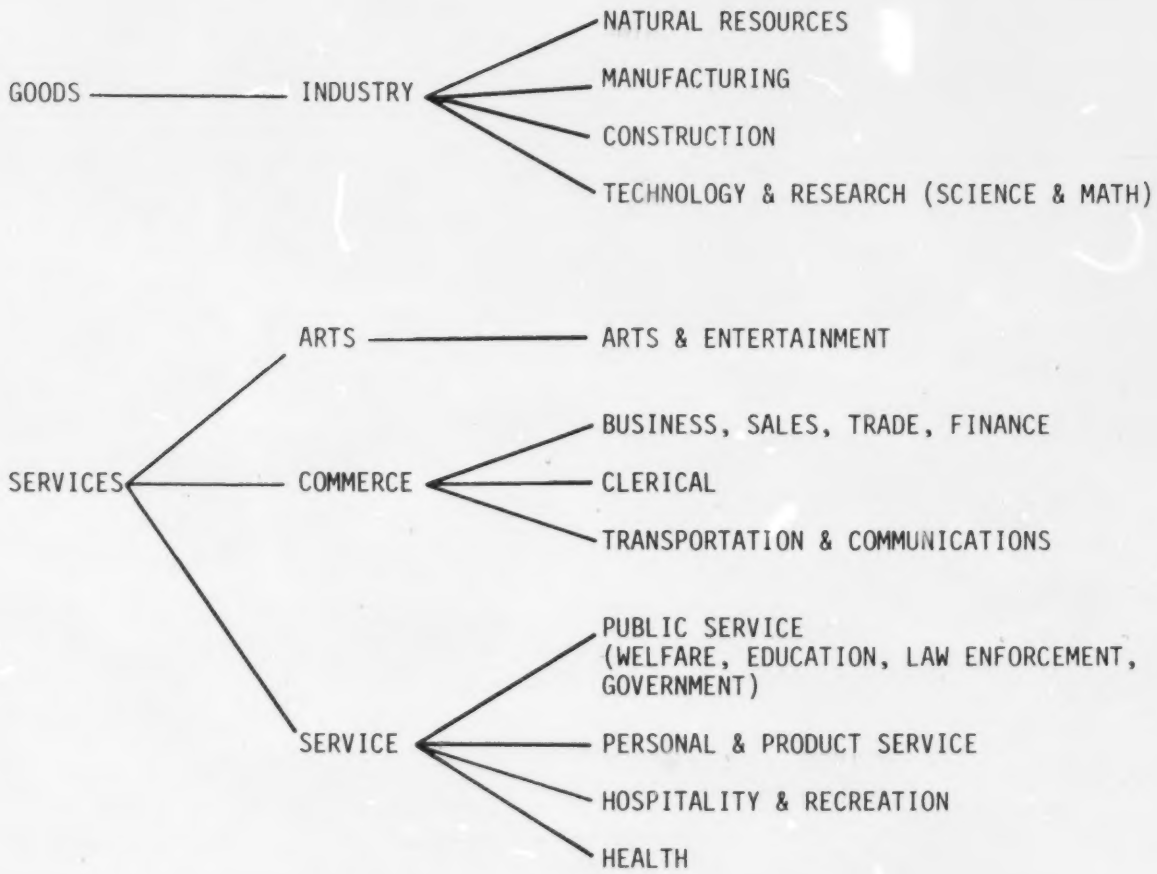
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other persona resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"Our Group and Me"
Grade 5

Unit Rationale

This unit's primary purpose is to have the student feel a part of and become a member of a small group, yet, enhance his/her own individual uniqueness. Activities are provided to promote positive group interaction, to develop self-awareness, and to promote a positive self-concept.

Teacher Information

This unit consists of six capsules which should be presented separately. Start this unit during the first week of the school year, and continue it for the following three to five (3-5) weeks.

Teacher Preparation

1. Read the unit carefully.
2. Make copies of the necessary evaluation and activity sheets.
3. Refer to the Resources and Materials' Columns. Obtain the necessary materials and/or equipment.
4. Note that the following are useful resource materials:

Limbacher, Walter J., I'm Not Alone, from the "Dimension of Personality Series," Pflaum/Standard Publishing Co., Dayton, Ohio.

What About Me, a student text, also from the "Dimensions of Personality Series"

SRA Focus on Self-Development Stage III: Involvement

Table of Contents
"Our Group and Me"
Grade 5

		Page
Section I	Elements, Themes, Goals, and Performance Objectives . .	1
	Evaluation Sheets	2 - 9
Section II	Teacher Instructional Capsules	
	Capsule #1 - Introduction	10
	Capsule #2 - Forming Our Group	16
	Capsule #3 - Our Group	20
	Capsule #4 - Alone or Together	22
	Capsule #5 - Working Together	24
Section III. . . .	Reference Sheets	28 - 32
Section IV	Student Activity Sheets	33 - 40

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Our Group and Me"
Grade 5

Element #III - Realistic Self-Concept Formulation

Theme 3.1 - The student will understand his/her own uniqueness as a result of learning, growth, and maturation.

Unit Goal - The student will identify his/her own uniqueness in a group setting.

Unit P.O. #1 - The student will identify six (6) positive things about himself/herself that he/she is willing to share with his/her group. (Evaluation Sheet #2)

Unit Goal - The student will learn of a basic human need - time spent alone.

Unit P.O. #2 - The student will be able to identify five (5) times when he/she wants to be by himself/herself and tell why. (Evaluation Sheet #3)

Theme 3.2 - The student will understand the relationship of social and educational forces to his/her individual development.

Unit Goal - The student will learn all of his/her classmates by name.

Unit P.O. #3 - The student will identify with at least 80% accuracy his/her classmates by their first names. (Evaluation Sheet #1 - Section B)

Unit Goal - The student will become more aware of the positive qualitities of each of his/her classmates.

Unit P.O. #4 - The student will identify one (1) positive quality about at least 80% of his/her classmates. (Evaluation Sheet #1 - Section B)

Unit Goal - The student will be exposed to the social interactions of a small group.

Unit P.O. #5 - Given five (5) group situations, the student will participate positively in at least four (4) of these situations. (Evaluation Tabulation Form B)

Evaluation Procedure
"Our Group and Me"
Grade 5

1. Read the entire evaluation procedure before beginning.

2. Review the elements, themes, goals, and performance objectives.

3. Make copies of the evaluation sheets.

4. Give the students Evaluation Sheet #1 during the first few days of school.

   a. Explain to the students that they will not be given a grade but that this sheet is just a way of finding out whom they know in the room.

   b. Read the instructions with the students.

      1) Ask them to use Column A to list all the students that they know.

      2) Ask them to use Column B to name one positive quality about each of their classmates. Give them some examples; i.e., she is nice to others; he can throw a ball far; she shares with others; etc.

   c. Use Evaluation Tabulation Form B, Column Evaluation Sheet #1 Section A and Section B, Pre-Performance Objectives #3 and #4. to record the number of correct responses made by each student.

   d. Total the number of students who could correctly identify all the students in the class and the number of those who could identify one (1) positive quality about at least 80% of these same students.

   e. Transfer these totals to the correct columns on Evaluation Tabulation Form A.

   *f. Post-test the students at the end of the first week, but record the results in the post-test sections of Evaluation Tabulation Forms A and B.

5. Give the students Evaluation Sheet #2 during the first few days of school.

   a. Use Evaluation Tabulation Form B, Column Evaluation Sheet #2, Pre-Performance Objective #1, to record the number of positive responses made by each student.

   b. Total the column to indicate the number of students who named at least six (6) positive things about themselves.

   c. Transfer this total to the correct column on Evaluation Tabulation Form A.

*Note that this post-test comes at the <u>end</u> of the first week.

Evaluation Procedure
"Our Group and Me"
Grade 5
(Continued)

6. Give the students a copy of Evaluation Sheet #3 after Capsule #4 has been completed.

   a. Use Evaluation Tabulation Form B, Column Evaluation Sheet #3, Post-Performance Objective #2, to record the number of correct responses made by each student.

   b. Total the number of students who identified five (5) times when they wanted to be alone and why.

   c. Transfer this total to the line Post-Performance Objective #2 on Evaluation Tabulation Form A.

7. Use the last column on Evaluation Tabulation Form B to keep an observational record of the students' behavior in reference to Performance Objective #5.

   a. Divide the students into small groups, and give them specific tasks to perform. (Do this at least five (5) times while this unit is being implemented.)

   b. Observe the individual students as they work in small groups.

   c. Place a check (✓) after their names each time they work with their group in a positive manner.

   d. Use the tally columns to check (✓) those students who participated in a positive manner at least four (4) times.

   e. Total the tally column.

   f. Transfer this total to the line Post-Performance Objective #5 on Evaluation Tabulation Form A.

8. Submit Evaluation Tabulation Forms A and B to the building office at the completion of this unit.

Evaluation Tabulation Form A

Unit Name "Our Group and Me" Teacher _____

Building _____ Grade _____

	Performance Objective	*Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
3 Pre -	Identified classmates by their first names.	1 - Sec. A	Open	100%			
3 Post-	Identified classmates by their first names.	1 - Sec. A	Open	100%			
4 Pre -	Identified one positive quality about classmates.	1 - Sec. B	Open	80%			
4 Post-	Identified one positive quality about classmates.	1 - Sec. B	Open	80%			
1 Pre -	Identified positive qualities about self.	2	6	6			
1 Post-	Identified positive qualities about self.	2	6	6			
2 Pre -	None						
2 Post-	Identified times he/she wanted to be alone and why.	3	5	5			
5 Pre -	None						
5 Post-	Participated positively in group situations.	Eval. Tab. Form B last column	5	4			

*Administer the tests in the sequence listed above.

Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "Our Group and Me" Teacher _____

Building _____ Grade 5th

5

1. Use the first four (4) columns to record the students' raw scores from the evaluation sheets.
2. Total the columns to indicate the number of students who met the criteria as stated in Performance Objectives #1-4.
3. Place a check (✓) in column P.O. #5 after the students' names, each time they participate positively in their small groups.
4. Place a check (✓) in the tally column to indicate those students who demonstrated a positive behavior at least four (4) times. (See Performance Objective #5)
5. Total this column, and transfer all the totals to Evaluation Tabulation Form A.

Evaluation Sheet #	1 - Sec. A			1 - Sec. B			2			3				
P.O. # / Students Names	#3 Pre	#3 Post	% of Growth	#4 Pre	#4 Post	% of Growth	#1 Pre	#1 Post	% of Growth	#2 Pre	#2 Post	% of Growth	#5	Tally
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14														

Evaluation Tabulation Form B
(Continued)
"Our Group and Me"

Evaluation Sheet #	1 - Sec. A			1 - Sec. B			2			3				
P.O. # Students Names	#3 Pre	#3 Post	% of Growth	#4 Pre	#4 Post	%of Growth	#1 Pre	#1 Post	% of Growth	#2 Pre	#2 Post	% of Growth	#5	Tally
15.														
16.														
17.														
18.														
19.														
20.														
21.														
22.														
23.														
24.														
25.														
26.														
27.														
28.														
29.														
30.														
TOTAL														

Evaluation Sheet #1

Name_____

Date_____

Write in Column A below, the first names of as many of your classmates as you can. Write in Column B, one good thing about each of them.

	A	B
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		

You may add more names on the back.

Evaluation Sheet #2

Name _____

Date _____

List six (6) good things about yourself that you are willing to share with others.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Evaluation Sheet #3

Name _____

Date _____

Write down five (5) times when you would like to be by yourself and tell why.

	WHY
1.	
2.	
3.	
4.	
5.	

Capsule #1
Introduction

I. Give the students a pre-cut piece of paper to put on the bulletin board. (See Reference Sheet #1)

   A. Have each student write his/her name on the piece of paper with a felt tip pen.

   B. Call on one student at a time to put his/her paper on the bulletin board. Have him/her tell the class his/her name and something good about himself/herself. Expect that many students may feel awkward, but encourage them to participate. Give an example of something good about yourself. Suggest the following examples: "I can throw a baseball far;" "I can bake good cookies;" "I am friendly;" etc. Refer to Evaluation Tabulation Form B, and check as the students complete this task.

II. Quiz the class on the students' names throughout the day and the week. Point to a student and have him/her stand up. Call on another student to go to the bulletin board and point to the first person's name or recite it orally. Have the students write their names on the board at the end of the day so that each student may copy them as a reference. (Refer to the optional related activities.)

III. Post-test the students at the end of the week. Give the students Evaluation Sheet #1, and have them complete it. Record this information on Evaluation Tabulation Form A.

IV. Choose from these <u>optional</u> related activities.

   A. Help the students continue building a positive regard toward their classmates and themselves by doing the following:

      1. Leave one bulletin board free to use for the recognition of the students' names in the classroom.

      2. Choose one student each week to display information about himself/herself on the bulletin board. Display pictures of the student along with other pictures of the things he/she likes. (Get one school picture from each student so you will be sure to have them.) Put up information about the student's favorite TV program, hobbies, members of his/her family, etc. Tie in any idea pertaining to the unit as an excellent follow up. (Make a bulletin board on yourself as an example.)

Resources & Materials	Notes
I. Reference Sheet #1 Pre-cut pieces of paper for bulletin boards, felt pens, pins.	
III. Evaluation Sheet #1 Evaluation Tabulation Form A	
IV. Pictures of individual students (different one each week).	

3. Display any papers or project that he/she does during the week, or have him/her write a paper about himself/herself for the class to read. Let the students write papers about themselves and put the papers into a scrapbook for the class.

4. Use another variation at the end of the week. Have the students write paragraphs on the "featured" person. Emphasize that everything written has to be good (positive comments). Collect the paragraphs, and go through them to eliminate any negative or borderline comments. Make the paragraphs into a book. Display the books in the classroom library, and have the students take them home at the end of the marking period or semester.

B. Have the students learn their classmates' names by playing the game, "What's My Name?" Play it like "What's My Line?"

1. Arrange four desks in the front of the room.

2. Choose a panel of four students to sit in the desks.

3. Have the panel put their heads down on their desks and close their eyes.

4. Choose one student to be the "Mystery Guest".

5. Have the "Mystery Guest" come to the board and sign his/her name.

6. Let the panel take turns asking the "Mystery Guest" questions that can be answered by a "yes" or "no" in an effort to determine who the guest is; i.e., Are you a girl? Do you have brown hair? etc.

7. Have the "Mystery Guest" disguise his/her voice and answer the questions honestly with a "yes" or "no" answer.

8. Have the panel determine the Mystery Guest's name; then choose a new "Mystery Guest" to begin the game again.

C. Aid the students in learning their classmates' names by playing NAMEO. Play it like BINGO. Give the students game sheets (Activity Sheet #1). Tell them to have different classmates sign their names in each block. The same person may not sign his/her name more than once. Each student may sign his/her own name in the middle.

Resources & Materials	Notes
C. Activity Sheet #1 (one per student) Cut paper to use as markers (or use pieces of corn)	

Point to a student. Have the student stand up in front of the class. Let the others who know his/her name and have it written on their sheets place a marker over that name. Keep track of the students to whom you point. Continue pointing to students to stand up until someone has markers going up, down, across, or diagonally as in BINGO. Let the winner call, "NAMEO." Have him/her call out the names he/she has under his/her markers as you check your list.

Resources & Materials	Notes

Capsule #2
Forming Our Group

I. Arrange the desks in groups of four so that they face each other before school begins. Have the students remain in these groups to work together throughout the entire day if they are mature enough. Move the desks apart if they do not seem able to adapt to this arrangement. Move them back when they are working on the capsules.

II. Divide the students into groups by having all of the students in the classroom get together in one area away from the desks:

A. Ask the students to pick someone that they don't know and would like to get to know. (Stress that they must choose a new person and not their friends or students that were in their previous school or classroom.)

1. Ask the groups of two students to choose another person who has not been chosen yet. Tell them it should be a person whom they don't know or don't know well but would like to get to know. Let them ask that person to join their group.

2. Ask the groups of three students to choose another person whom they would like to have in their group. (Count the number of remaining students before giving that direction. Be aware if there are students who will be left over who were not chosen by a group. Ask the groups to choose among the remaining students so that all the students are in a group.)

B. Have all Aries, Capricorns, etc., sit together. Combine or subdivide the groups to make groups of three's and four's.

C. Count off by ten's to make groups of three if there are thirty (30) students in the class. Count off by nine's to make groups of three if there are twenty-seven (27) students.

D. Pass out slips of paper to the students so that three or four students get the same symbol (animal, picture, letter, city, flower, car, etc.) Let the students find each other and sit together.

III. Give each group a large sheet of paper.

Resources & Materials	Notes

A. Have each student draw a picture of himself/herself on the paper. (Let the members of the group help each other with the drawings.)

B. Have them decide on a name for their group, i.e., Tigers, Satellites, etc. Let them write that name on the large sheet.

C. Give each group one copy of Activity Sheet #2.

1. Have each student fill in one section of Activity Sheet #2.

2. Have them cut the sheet on the lines and attach each portion to the proper section of the large picture of their group. (See Reference Sheet #2)

IV. Ask each group to demonstrate one group activity to the class; i.e., sing a song, do a skit, tell or act out a story, etc.

Resources & Materials	Notes
C. Activity Sheet #2 (one for each student) 1. Activity Sheet #2 2. Reference Sheet #2	

Capsule #3
Our Group

I. Give each group a copy of Activity Sheet #3 at their next meeting. Have the students first fill in the name of their group in the blank. Let the students in the group answer the questions by closely looking at each other or by asking questions of each other. Have the group be in agreement when they write the student's name in the blank. (Explain that they may have no one in the group who fits the description.)

II. Choose from these optional related activities.

A. Have each group mount Activity Sheet #3 on a large piece of construction paper or tag board. Ask the members to draw a picture of themselves participating in a group activity that they have all agreed upon; i.e. they may choose to draw themselves playing hopscotch. Have them draw the hopscotch game with all of them participating. Have them label each person. Be aware of who is playing, who is observing, and what the others are doing.

B. Encourage the students to verbalize one positive statement about each member of their group to the class. (Note that they must do this without any assistance.)

C. Let them complete the activity and display the pictures in the room. Allow time for the groups to observe the other projects.

Resources & Materials	Notes
I. Activity Sheet #3	Refer to the Evaluation Procedure. Record the results on Evaluation Tabulation Form A.
II.	
A. Provide a large piece of construction paper (24" x 30") or tag board, glue or tape, and felt pens or crayons for each group	

Capsule #4
Alone or Together

I. Play an alone or a together game.

A. Prepare the game.

1. Cut Reference Sheet #3 into small strips to divide the activities.

2. Fold the slips of paper, and place them in a box.

B. Play the game.

1. Allow different students to draw out one activity at a time.

2. Have them follow the instructions, if possible. Note that they must do the activity alone.

C. Discuss which activities can be done alone, together, or either way.

D. Ask the students if they ever like to be alone.

E. Ask why they need to be alone sometimes; i.e. may be sick, may want to concentrate, may want to rest, may want to think about things, or may want to read.

II. Have the students list ten (10) things that they enjoy doing the most. (Explain that no one will see their lists but themselves.)

A. Have them put an A after each activity that they like to do alone. Have them put a T after each activity they must do with someone or prefer to do with someone.

B. Have them decide and discuss with the class whether they enjoy doing more things alone or with someone.

III. Give the students Evaluation Sheet #3. Emphasize to the students that you will not be discussing their answers with anyone else. (Record the results on Evaluation Tabulation Form B - P.O. #2.)

Resources & Materials	Notes
1. Reference Sheet #3	
III. Evaluation Sheet #3 (one for each student) Evaluation Tabulation Form B	

Capsule #5
"Working Together"

I. Ask the students to review what was done in the last capsule. Bring out again the idea of wanting to be alone and wanting to be with others. Ask them to think whether they would rather do an activity by themselves or with other people in their group as they do the group activities in this capsule.

II. Explain to the students that they will be working together in groups. Stress that in a group they work together and have fun together. Say that each group is looking for a treasure. (Use Evaluation Tabulation Form B - P.O. #5 to observe the students' behavior as they work in groups, and check (✓) the appropriate columns.)

A. Have each group decide what treasure they would like to find. Explain that it can be a special place (candyland, a ball game, fantasyland, etc.), something they want (toys, airplane, gold, etc.), or a special idea (love, adventure, excitement, etc.)

B. Have each group draw a picture of their destination on Activity Sheet #4 or an enlarged copy of Activity Sheet #4. (See Reference Sheet #4 for the answers.)

C. Let the groups hang these activity sheets on a bulletin board.

D. Give each group a copy of Activity Sheets #5a, 5b, 5c, and 5d.

1. Explain that they must work in groups to complete each activity.

2. Say that they may work in the sequence listed or that they may skip around. Explain that the group must agree how the work will be done.

3. Explain that when a group completes an activity they must get an O.K. from the teacher. (See Reference Sheet #5)

4. Say that after their work has been okayed, the group may color in the number of spaces they have earned.

5. Decide on the reward, prize, or recognition that the group members will receive when they reach their destination.

III. Encourage the students to discuss how they felt about working in the group.

A. Ask what activity they enjoyed most as a group.

Resources & Materials	Notes
II. Evaluation Tabulation Form B	
B. Activity Sheet #4 Reference Sheet #4	
D. Activity Sheets #5a, 5b, 5c, and 5d	
3. Reference Sheet #5	

B. Ask them to identify some problems they had as a group.

C. Ask them to tell how they solved some problems.

D. Ask them which they liked more, working in a group or working alone?

E. Ask them to identify which member or members became leaders.

F. Have them identify other activities in which they might participate as a group.

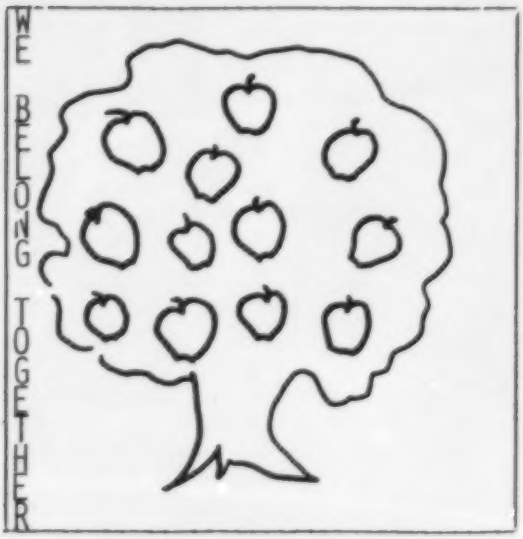
IV. Encourage the class members to discuss some other groups to which they belong and tell something good about those groups; i.e., bowling team - they all enjoy the same activity, 4-H group - they have fun together, family - they share their problems, etc.

Resources & Materials	Notes

Reference Sheet #1

Prepare materials and background for a bulletin board such as the ones below. Use a title such as: "WE BELONG TOGETHER"

Give each student a grape, flower, apple, or fruit on which to write his/her name. Have the students attach their name tags to the bulletin board.



Reference Sheet #2

Group _____

Name Mary Brown

What we like most about her/him.

She is always nice to everyone.

What he/she can do best Dance

What he/she likes most about school

Marching in the band.

What he/she likes most about himself/herself Her size

Name Bill Houseman

What we like most about her/him.

He helps others with their school work.

What he/she can do best Math

What he/she likes most about school

Doing hard math problems.

What he/she likes most about himself/herself His smile

Name Danny Day

What we like most about her/him.

He can make others laugh

What he/she can do best Play football

What he/she likes most about school

Sports

What he/she likes most about himself/herself His ability to run fast.

Name Susanne Stephenson

What we like most about her/him.

She is always neat and clean.

What he/she can do best Draw & paint

What he/she likes most about school

Working with younger students.

What he/she likes most about himself/herself Her eyes.

Reference Sheet #3

Sing a duet.

Dance a waltz.

Read aloud a page from a book.

Play ring-around-the-rosie.

Draw a picture of a tree on the board.

Play a game of checkers.

Play a game of tic-tac-toe on the board.

Recite a poem or nursery rhyme.

Role-play the story of "The Three Bears".

Hop, on one foot, to the door and back.

Sit down and put your head on your desk.

Catch a ball.

Close your eyes and think about what you would like to be doing at this moment.

Reference Sheet #4

Answers to Activity Sheets #5a, 5b, 5c, and 5d

2. a. 161 R. 8
   b. 347,268
   c. 19,745,068,296
   d. 513857

4. a. Jacqueline Cochran
   b. 1918
   c. Yuri Gagarin
   d. Wiley Post

8. a. White Pine
   b. Apple Blossom
   c. Robin
   d. Moose and a deer
   e. Lansing
   f. Ontaric

11. teeth

13. a. Phoenix
    b. Sacramento
    c. Atlanta
    d. Honolulu
    e. Jefferson Ctiy
    f. Helena

14. a. Robert Louis Stevenson
    b. Mark Twain
    c. Armstrong Sperry
    d. Robert McClusky
    e. Eric Knight
    f. Laura Ingalls
    g. Anna Swell Welder
    h. Esther Forbes

15. successful
    headache
    cartoon
    deceive
    opossum or possum

17. sea
    breathe
    sea
    waters
    dying
    sleeps

19. a. John Adams
    b. Thomas Jefferson
    c. Hannibal Hamlin and Andrew Johnson
    d. Charles W. Fairbanks
    e. Lyndon B. Johnson

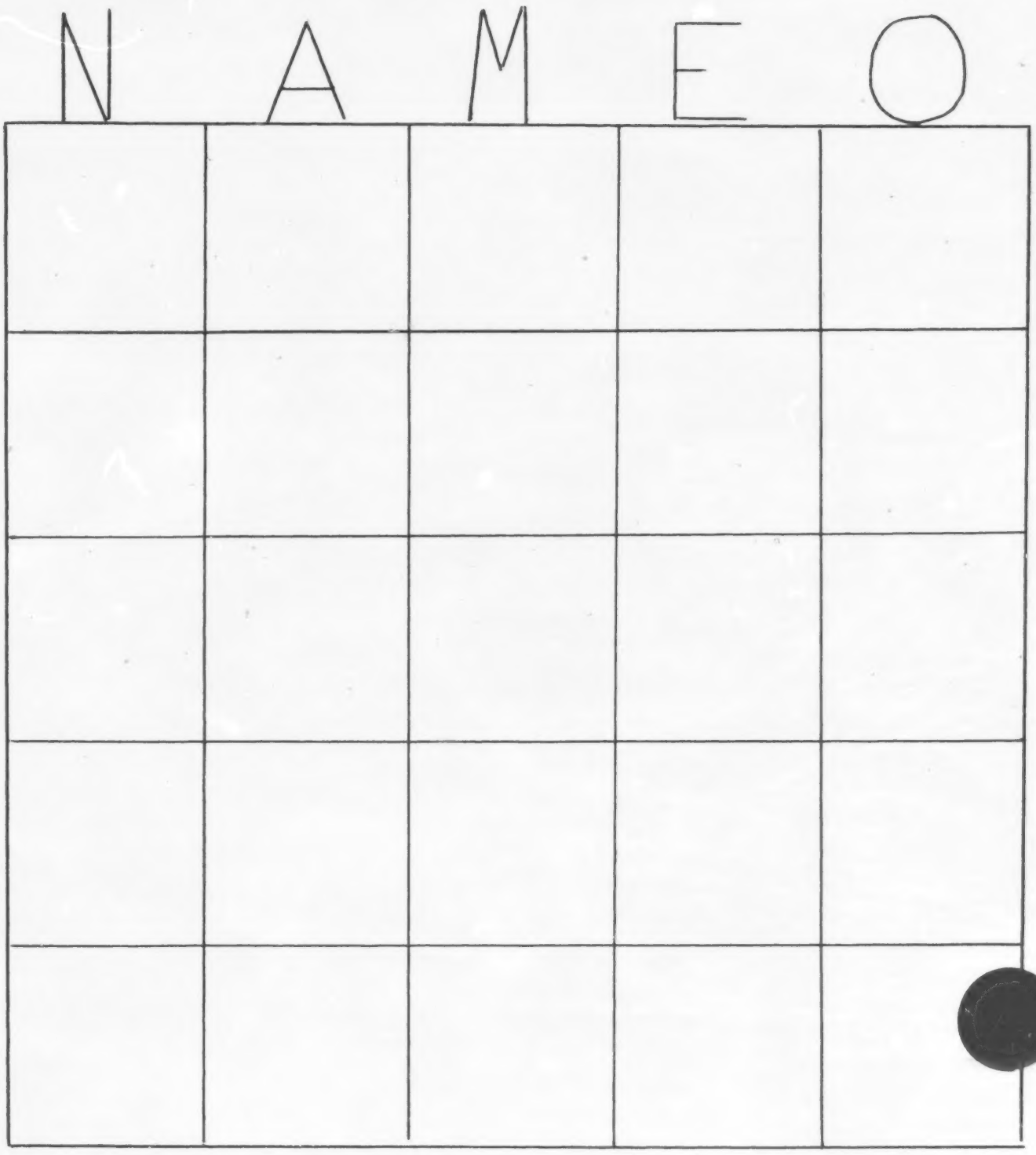
20. Congratulations!
    Your group is very special

Reference Sheet #5

1. Write the names of each group in the spaces provided.
2. Place a check (✓) to indicate each activity completed by each group.

Activity Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Spaces Group	10	4	6	4	4	4	10	8	5	2	5	5	6	8	5	10	5	10	5	5

Activity Sheet #1



Activity Sheet #2

Group_____

Name_____

What we like most about him/her_____

_____

What he/she can do best_____

_____

What he/she likes most about school_____

_____

What he/she likes most about himself/herself_____

_____

Name_____

What we like most about him/her_____

_____

What he/she can do best_____

_____

What he/she likes most about school_____

_____

What he/she likes most about himself/herself_____

_____

Name_____

What we like most about him/her_____

_____

What he/she can do best_____

_____

What he/she likes most about school_____

_____

What he/she likes most about himself/herself_____

_____

Name_____

What we like most about him/her_____

_____

What he/she can do best_____

_____

What he/she likes most about school_____

_____

What he/she likes most about himself/herself_____

_____

Activity Sheet #3

In the _____ group.

_____ is the oldest.

_____ is the youngest.

_____ has a twin.

_____ has the biggest smile.

_____ has a brother or sister in the armed forces.

_____ can sing the best.

_____ has green eyes.

_____ has been to another country.

_____ is the tallest.

_____ is the shortest.

_____ loves math.

_____ loves spinach.

_____ can draw the best.

_____ owns a horse.

_____ lives on the lake.

_____ was born in another state.

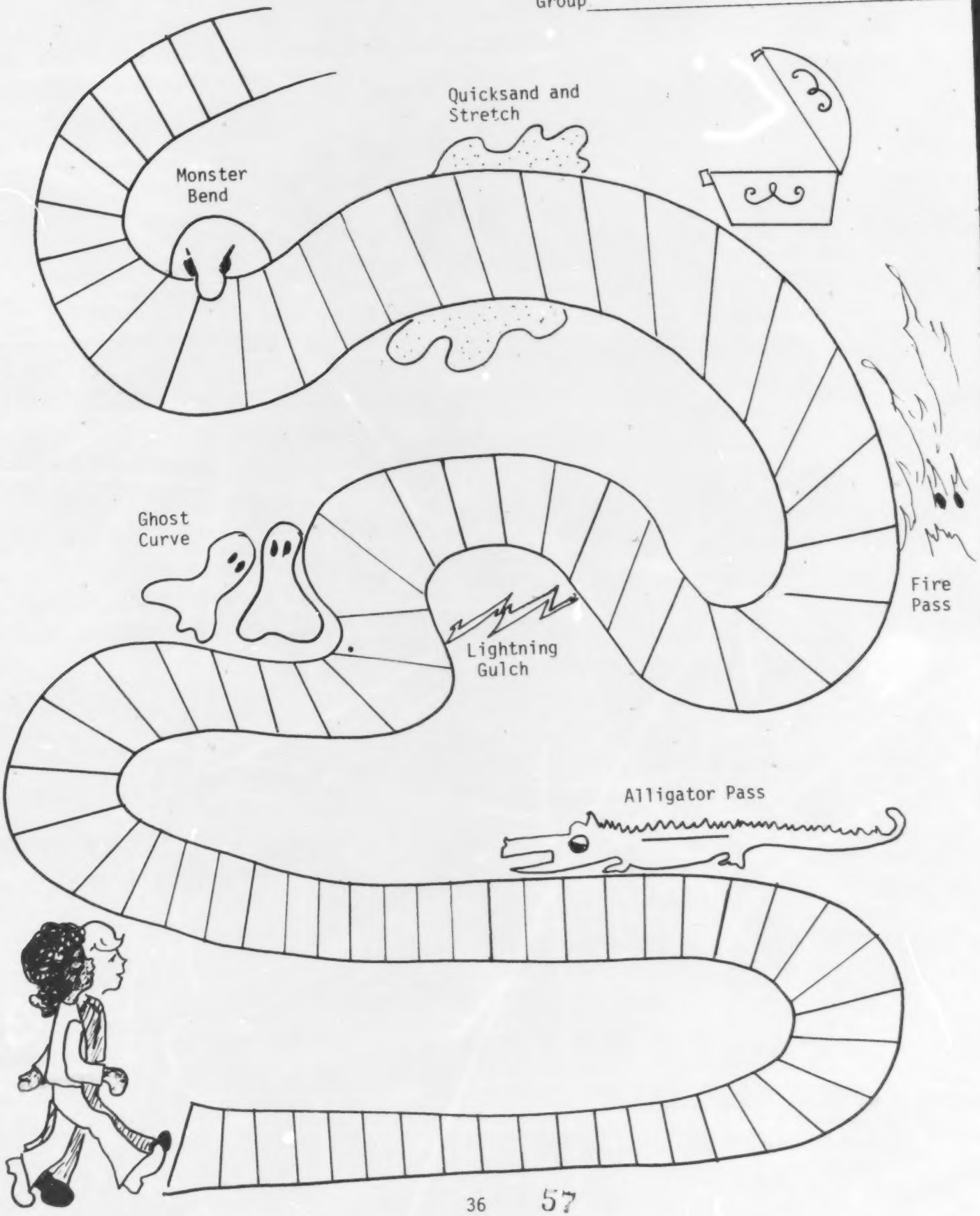
_____ is afraid of worms.

_____ has a white dog.

_____ parents own a red car.

Activity Sheet #4

Group_____



Activity Sheet #5a

Group_____

1) Complete each activity. (All words must be spelled correctly.)
2) Have your teacher check your work.
3) Move the number of spaces your group has earned.

---

1. You may move ten (10) spaces when you have listed ten (10) different species of flowers.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

---

2. You may move four (4) spaces when you have correctly answered these problems.

a. $24\overline{)3872}$

b.
$$\begin{array}{r} 24987 \\ 32148 \\ 10000 \\ 29543 \\ 74281 \\ 99988 \\ +\ 76321 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 498072 \\ \times\ 39643 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 800400 \\ -\ 286543 \\ \hline \end{array}$$

---

3. You may move six (6) spaces when your group has written a six-line poem. It must rhyme, and it must make sense.

---

4. You may move four (4) spaces when your group has answered the following questions about aviation.

a. Who was the first woman to fly faster than sound?

b. What year were airplane pilots first required to obtain licenses?

c. Who was the first man to fly in outer space?

d. Who made the first solo round-the-world airplane flight?

Activity Sheet #5b

5. Move four (4) spaces when everyone in your group has cleaned his/her desk.

---

6. Move four (4) spaces when your group has illustrated and named four (4) constellations.

---

7. Move ten (10) spaces when each member of your group has done a good deed. (Must be done after you have read these instructions.)

Member	Good Deed
_____	_____
_____	_____
_____	_____
_____	_____

---

8. Move six (6) spaces after your group has answered these questions about Michigan.

   a. The state tree is the _____.

   b. The state flower is the _____.

   c. The state bird is the _____.

   d. An _____ and a _____ are two animals illustrated on the state flag.

   e. _____ is the capital of Michigan.

   f. Name the one great lake which does not touch Michigan _____.

---

9. Move five (5) spaces for each person in your group who gets an A in spelling this week.

---

10. Move two (2) spaces for each tooth that members of your group are missing.

---

11. Move five (5) spaces if your group can figure out the answer to this old riddle.

Thirty white horses
Upon a red hill,
Now they stamp,
Now they champ,
Now they stand still
(What are they?)_____

12. Move five (5) spaces when your group has sung a song to the entire class. (Note that all members of your group must know all the words and must complete the song.)

13. Move six (6) spaces when you have named the capital of these states.

    a. Arizona _____

    b. California _____

    c. Georgia _____

    d. Hawaii _____

    e. Missouri _____

    f. Montana _____

14. Move eight (8) spaces when you have named the authors of these stories.

    a. Treasure Island _____

    b. Tom Sawyer _____

    c. Call It Courage _____

    d. Homer Price _____

    e. Lassie Come Home _____

    f. Little House in the Big Woods _____

    g. Black Beauty _____

    h. Johnny Tremain _____

15. Move five (5) spaces when you have spelled these words correctly.

    sucessful _____ decieve _____

    headake _____ posum _____

    cartune _____

16. Move ten (10) spaces when your group has made a collection of ten (10) different leaves, mounted them, and correctly identified them.

17. Move five (5) spaces when your group has added the words that are missing from this poem.

"Sweet and Low"
by Alfred, Lord Tennyson

"Sweet and low, sweet and low,
Wind of the western_____:
Low, low, _____ and blow,
Wind of the western_____:
Over the rolling _____ go,
Come from the_____moon, and blow,
Blow him again to me while my little one, while my pretty one_____."

---

18. Move ten (10) spaces when all four members of your group know one of these poems by heart and can recite it to the teacher or the class.

"Someone"
by Walter de la Mare

"Something Told the Wild Geese"
by Rachel Field

"Who Has Seen the Wind?"
by R.L.S.

"Duck's Ditty"
by Kenneth Graham

---

19. Move five (5) spaces when you have named the vice president to:

a. George Washington_____

b. John Adam_____

c. Abraham Lincoln_____

d. Theodore Roosevelt_____

e. John F. Kennedy_____

---

20. Move five (5) spaces when you have decoded this message.

3 - 26 - 12 - 20 - 16 - 4 - 24 - 15 - 6 - 4 - 24 - 7 - 26 - 12 - 25

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _

18 - 26 - 15 - 16 20 - 16 - 26 - 15 - 13 - 7 - 25

_ _ _ _ _ _ _ _ _ _ _ _

19 - 8 - 16 - 18 25 - 13 - 8 - 3 - 7 - 4 - 6

_ _ _ _ _ _ _ _ _ _ _ _ !

A - 4 B - 9 C - 3 D - 2 E - 8 F - 10 G - 20 H - 1 I - 7
J - 14 K - 5 L - 6 M - 17 N - 12 O - 26 P - 13 Q - 21 R - 16
S - 25 T - 24 U - 15 V - 19 W - 11 X - 22 Y - 18 Z - 23